

Reynoldsburg City Schools



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District Technology Plan for
Teaching and Learning in the 21st Century
Outline

First Edition, December 1, 2010

Submitted to
Steve Dackin, Superintendent
Dan Hoffman, Assistant Superintendent

Drafted by
M. Denise Lutz, Administrator on Special Assignment

Contents

This outline will serve as a foundation for continuous development of the plan details as defined by an advisory committee and sub-committees determined by the content.

Content completion should occur by August 2011 with monthly benchmarks meetings to review progress.

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I. District Vision for Teaching and Learning in the 21st Century

A committee of district staff members developed the vision statement as they worked through an online learning experience in the Reynoldsburg Classroom Management System and collaborated through the visioning wiki tool:
<http://tl21vision.wikispaces.com>.

This committee believed that vision statement needed to reference the learning and support for both staff and students. Our belief is to ensure the district works to create learning experiences for students of all ages, providing the support to use 21st Century Skills that will serve as a foundation for college and career readiness. Additionally, the district should strive provide staff resources to build 21st Century capacity through continuous, shared experiences within the district and with the community at large.

M. Denise Lutz
Steve Dackin
Dan Hoffman
Ron Strussion

Charlie Carpenter
Keith O'Neal
Gina Daniels
Teresa Smith

Tammy Yockey
Christopher Brooks
Tina Thomas Manning
Lorraine Gaughenbaugh

RCSD Vision for Teaching and Learning in the 21st Century:

To be a school district that will continually support staff and prepare all students for college and career readiness through a rigorous and relevant 21st century curriculum.

II. District Tech Plan Review Process

The Reynoldsburg City Schools District Technology Plan for Teaching and Learning in the 21st Century will be the result of many sources of feedback, evaluation, surveys, global initiatives, local committee work, and state and national standards.

Below is a short overview of the data that will be collected and used to guide the development of the technology plan.

Data Sources – Initial List

Anthony, A. B. (2010). *Transforming Teaching and Learning with technology: Reynoldsburg City Schools Study Findings and Strategy Recommendations*. Columbus, OH: The Ohio State University.

Dell Computer Reports and Recommendations

Online Staff Evaluation surveys

High School Student Focus Groups

Professional Development Surveys

eTech Ohio BETA (Bi-annual Educational Technology Assessment) surveys

eTech Ohio Technology Planning Toolkit

Ohio Academic Content Standards for Technology

National Educational Technology Standards for Students, Teachers and Administrators

NCLB

Partnership for 21st Century Skills

TPACK Framework developed by Harris and Hofer

Resources provided by eTech Ohio and surrounding area school districts

III. Goals for 2011-2013

A technology advisory committee should further evaluate this list of goals and call for sub committees to develop details including timelines and evaluation procedures by August 2011.

Curriculum Integration of Technology Standards

Have a committee of K-12 staff members review NCLB, NETS-S, and Ohio Technology Standards to develop a model for integration and 21st century literacy infusion into the curriculum. Include discussions on keyboarding skills at the lower grades and advanced skill building opportunities at the high school level. Develop a process for evaluating and documenting integration of defined standards.

Technology Integration Planning

Develop consistency in planning for technology integration and skill infusion among technology coordinators, academic coaches, media specialists, and classroom teachers across the district (TPACK framework or similar model inception).

Improve Integration of Technology and 21st Century Literacy Skills into the Curriculum

Provide professional development through face-to-face experiences, online learning experiences, professional learning communities, and embedded or sustained professional development experiences to help teachers integrate technology in innovative ways.

Electronic Longitudinal Test Data Access

Provide access to student test, progress and demographic data electronically to K-12 staff and provide training in its use (PowerSchool).

District Intranet Site

Develop a protected intranet for staff members to access resources, share lesson plans and ideas (dream board), showcase best practices, and collaborate across buildings.

New District Website and Teacher Web Portal Development

Provide staff development to build content on district webpage and teacher portals for enhanced communication and collaboration.

Moodle Classroom Management System and Distance Education Opportunities

Continually improve and develop online and distance education courses and classroom extensions for student advancement and staff training.

Emerging Technologies

Continually improve and develop effective educational technologies for efficient teaching and learning through professional development and district-sponsored mini-grants. Share and communicate through a quarterly district technology newsletter.

Educator Certification and Licensure Support

Support educators in their creation and maintenance of their professional development plan that should include areas of technology development and enhancement. Define standard skills for newly hired teachers and new teacher induction objectives and sessions.

Professional Development for Administrators

Provide training that will enhance administrators' productivity and to provide training and support to administrators in their evaluation of technology integration practices. PLCs with quarterly face-to-face meetings, district in-service opportunities, and online collaboration.

Professional Development Opportunities for Staff

Increase the number of staff members that participate in professional development opportunities.

Network Administrator

Consider an hourly contract with a local company to provide a network administrator who can aid in planning and support of district infrastructure, budget, and hardware related issues.

Technology Coordinators

Consider establishing two technology coordinator positions (one for K-6 and one for 7-12) who will work with the director of technology, academic coaches, teacher leaders, and media specialists on classroom integration and literacy skill development, staff professional development, building level technology budgets, and coordinate technology communication between buildings and central office, etc.

Hardware Inventory

Obtain a clear and formal inventory of district owned equipment, software licenses, develop suggestions for eliminating aged equipment, and consider a transitional replacement cycle for technology equalizing a technology budget on a yearly basis. Look at standardizing district machine images at grade level bands.

Standard Minimum Technology Package with Mini-Grant Extensions

Define a standardized minimum technology package for all schools in terms of hardware, software and peripherals. Outline a mini-grant proposal for

yearly funded technology enhancement opportunities that are classroom and building driven.

REYN VPN Initiatives – Google Apps and WikiSpaces

Continue to build capacity for collaboration and communication with the staged roll out of Google Docs for both staff and students. RHS Staff began Fall 2010, eStem students will serve as the pilot student group in Spring 2011. Consider investing in a Reynoldsburg VPN with WikiSpaces for classroom collaboration and enhancement of learning experiences.

IV. Staff Development Action Plans

1. Job Embedded Integration Training – Technology coordinators, coaches, and teacher leaders will work with staff during the school day to integrate technology into the educational curriculum. Technology Coordinators, Media Specialists, Instructional Coaches, and Teacher Leaders.
2. Before/After School Day Classes - Offer basic and integration of technology classes on a regular basis for CEU credit. Technology Director, Technology Coordinators, Media Specialists, Instructional Coaches, Teacher Leaders, and ITSCO.
3. Teacher/Administrator Self Evaluation Profile - Have teachers and administrators in the district complete a bi-yearly self-evaluation of technology skills using the Mile Guide and create a database to aid in professional development planning through Google Docs.
4. Online Courses - Provide staff development through a flexible online environment locally and with the support of eTech Ohio, Technology Director, Technology Coordinators, Media Specialists, Instructional Coaches, Teacher Leaders, and ITSCO.
5. January In-Service Day - Provide centralized and/or building level technology based in-service sessions for that day. eTech Ohio, Technology Director, Technology Coordinators, Media Specialists, Instructional Coaches, Teacher Leaders, and ITSCO.
6. August In-Service Day - Provide building level or centralized technology based in-service sessions for that day. eTech Ohio, Technology Director, Technology Coordinators, Media Specialists, Instructional Coaches, Teacher Leaders, and ITSCO.
7. Induction Training – Develop a 1-2 hour session in August for new staff members. Technology Director, Technology Coordinators, Instructional Coaches, and Teacher Leaders.
8. Summer Technology Institute - All teachers will have the opportunity to participate in summer technology training for CEUs or credit. Focus on June and August sessions, face-to-face and online venues. Technology Director, Technology Coordinators, Media Specialists, Instructional Coaches, Teacher Leaders, and ITSCO.
9. Early Release / Late Start Days - To provide technology based In-service sessions for early release days at building level request. Technology Director, Technology Coordinators, Media Specialists, Instructional Coaches, Teacher Leaders, and ITSCO.

10. COI Day Teaching and Learning in the 21st Century Institute - As an option for Staff Development on COI Day, teachers will be able to attend technology classes in the district to learn about integrating technology and 21st century literacy skills into the curriculum. Technology Director, Technology Coordinators, Media Specialists, Instructional Coaches, Teacher Leaders, and ITSCO.

11. Conferences, Workshops, and Online Courses - Find Grant Money to send staff to technology workshops, conferences, and participate in online Professional Development courses.

12. Saturday Academy - Provide in-service training on Saturday mornings for CEUs or credit. Technology Director, Technology Coordinators, Media Specialists, Instructional Coaches, Teacher Leaders, and ITSCO.

V. Budget

The Reynoldsburg City School District Board of Education annually approves a five-year General Fund budget projection.

Included in this projection should be maintenance of all current costs for the district technology department consisting of personnel costs, supplies, software, professional development, telecommunication services, and maintenance of equipment. Also included in this projection should be additional personnel costs the district expects to incur as a result of student and staff needs.

In addition to the general fund expenditures, the Board should expect to expend funds from approved permanent improvement levies, bonds, and grants, as well as E-rate reimbursement funds. These reimbursement funds should mostly be used for the replacement of out-dated technologies and development of minimum technology packages for each building.

Development of a technology budget should be done in conjunction with central office personnel, principals, and technology staff.

VI. Technology Support Plan and Technology Department Organizational Flow Chart

The purpose of developing a support plan and department personnel flow chart is to outline the RCSD technical support procedures and specifically outline the key responsibilities of the RCSD Repair Techs, Network Administrator, Coordinators, and Director of Technology.